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ROSE FYLEMAN, THE FAIRIES' LAUREATE

LADY ADAMS

ANYBODY whose initials are R. F. has the right to be called R. F. of course; but to Britishers there is, there can be, only one R. F. For in London is published a magazine whose place in our affections ranks just after His Majesty, and the Queen, and Westminster Abbey; a magazine that is not just a sixpenny weekly paper, but is a British Institution. Other nations do not understand our adoration of it; they say that they have funny papers too, but that they do not fuss over them as those amazing Britishers fuss over PUNCH. That is true; PUNCH, however, is the only institution we do fuss over, certainly the only weekly or monthly magazine we brag about.

To write for PUNCH is a great feather in anybody's cap; to write above initials is a much gayer feather. A great deal of PUNCH is published anonymously, much to the writers' regret; but everything Rose Fyleman has ever sent to PUNCH has been published above her initials; so, to the British public, to whom she is dear, she is R. F.—the one and the only.

She has other claims to fame; she is the only writer for children who keeps three-quarters of an eye and seven-eighths of an ear on children, giving an eye and a quarter and an ear and an eighth to the fairies. Numerous writers give some of their attention to their juvenile readers but focus the greater part of it on parents and others in authority. Not so R. F. For her, parents and teachers are non-existent; and it is because of that delightful and unusual attitude that R. F.'s prose and poetry have that

quality of spontaneity that is often hard to find in books for children; a feeling of undried ink gives it charm.

R. F. sees fairies everywhere. The only place to which I would not willingly go with her, is a pantomime. What has she to do with the portly ladies who pirouette in the lime-light 'round canvas trees? R. F. has her own particular brand of fairies; fairies who hop in and out of pumpkin coaches, who flit through the air like butterflies. Take a walk down Fleet Street with her, and she sees them sitting daintily on the sills of the solemnest of London daily newspapers; she makes you see them too. She is a second Tinker Bell. R. F. will never grow up. She once wrote a book called LETTY; A STUDY OF A CHILD. (In my copy is written in her characteristic hand, "With love from Letty." So we know who Letty is.) I feel sure she sat down to write it full of high purpose; she meant to write a thoroughly mature, dignified book; she intended to study Letty through spectacles, to put her under her microscope, then cut her up and dissect her, and finally bury the bits under mountains of prose, in the dignified and dreary way of some child psychologists. But did she? Not she. R. F. probably tore up reams of paper in her efforts to be staid, and finally she gave it up, took a fresh pad of paper, settled herself comfortably with a fairy on her hair and another holding her pen, and wrote the final copy, straight off, without pausing to eat or sleep. The result is excellent. It is written by one who has kept the heart of a child, and who is able to project herself into the feelings of a child.

Take the chapter on FEARS. Dogs—"she will be glad when she is grown up and larger than dogs"—street gratings—"Heaven only knows what unfathomable abysses yawn beneath that frail covering.—What is to prevent a prisoner from reaching up a thin, eager hand and clutching at her feet?"—thunderstorms—wolves—"wolves are the worst"—fire—the "Trump of Doom";—Letty does not know what that is, but anyhow she does so hope the "Trump" will come during the night; she might not notice it so much if she were sleeping;—shutting up an umbrella—"the thing is so sudden and so violent." Then cistern noises are terrible, and the Dore pictures, and being lost—and the guard beginning to shut the railway carriage doors, while Mother and Father are still on the platform. Once that really happened.

Other people have written of child fears; or

rather, have discussed them in print, calmly and with dignity, making all allowance for the little sufferers. R. F. makes no allowance for anybody; quite evidently, she writes of Fears in a cold perspiration; gone are her pleasing fairies; a dark-faced ogre, holding a baby's bones is glowering at her, right out of a Dore picture; her ink-bottle is full of little writhing people, like worms; (that is the Flood); all her old fears are back—is she going blind?—is the cistern going to burst? what is that noise? The R. F. her friends know and love, sophisticated, gay, sure of herself, is gone, and a shivering, scared child remains.

R. F. was the first editor of a children's magazine, called *THE MERRY GO ROUND*. She enjoyed her work, and made a success of the paper. She began by imagining what she would have liked to read and to look at, when she was very young, and she ended by giving it



GRANNIE

Courtesy of Doubleday, Doran

From *LETTY*, by Rose Fyleman

Scissors cut by L. Hummel



Courtesy of Doubleday, Doran

FROM A PRINCESS COMES TO OUR TOWN

By Rose Fyleman

Drawing by Erick Berry

to her subscribers. She gathered a great band of writers round her, but when they failed her at the last hour, as is the way of some writers, R. F. was unperturbed. She whistled her secret call, and her fairies flocked to her, and wrote the most dainty and delicate articles, though on more than one occasion a pirate fairy came at her bidding, and wrote adventure tales for her.

In America, Tasmania, Scotland, New Zealand—wherever I go, I find Rose Fyleman in the book-shops—better still, in the libraries, thumbed and loved, and, best of all, I find them by little people's beds, all ready for the glorious "Before I get up" half-hour. FORTY GOOD-MORNING TALES, FAIRIES AND CHIMNEYS, THE ROSE FYLEMAN FAIRY BOOK, EIGHT LITTLE PLAYS FOR CHILDREN, THE FAIRY GREEN, THE FAIRY FLUTE—all enchanting, all straight from the land of elves.

But parents like them, too. There is one Daddy I know,—a Nobel Prizeman, a scientist who has had to have a special drawer made, in which to keep the medals that learned societies all over the world have honored themselves by giving him—who likes his wife to read "a Rose Fyleman" to him before he rises. And sometimes he asks for another one, and sometimes he asks for the book, to look at the pictures, for R. F. knows how much there is in the art of illustration, and likes her artists to work carefully.

OLD-FASHIONED GIRLS, her new book, is a case in point. It is a triumph of correlation, with its twelve delicately tinted pictures of old-fashioned little girls, in sandals and crinolines and mushroom hats and ringlets, and its appealing and amusing poems.

If it were not that her friends loved her so, they would be inclined to say that R. F. has had too many gifts from her fairy god-mother. She has a lovely speaking voice, she sings like a bird, without effort, and with real joy, she talks fluent French and German, and Italian, she travels much and she travels well, she has the keenest sense of humor, she loves beauty and she finds it everywhere. In her own words,



Courtesy of Doubleday, Doran

FROM A PRINCESS COMES TO OUR TOWN

By Rose Fyleman

Drawing by Erick Berry

"To Letty, for whom life is largely colored by her own eagerly imaginative and ardent spirit, many quite commonplace events become invested with an atmosphere, an *aura*, as it were, of fantasy and romance."



Courtesy of Longmans. Green

From THE TREASURE OF CARCASSONNE

By A. Robida

Illustrated by Dorothy P. Lathrop

SOME RECENT BOOKS FOR THE YOUNGER CHILDREN

CLARA WHITEHILL HUNT

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NO TEACHER needs a librarian to tell her the importance of early training in its bearing upon a man's life, but those who have to deal with obdurate parents may, upon occasion, be glad to borrow a supply of ammunition from the librarian's store. I fancy that one of the hardest things an upper grade teacher has to struggle with is lazy-mindedness in her pupils. When parents blame teachers for the backwardness of these children, a librarian suggests, as return fire, asking those parents, "What have you done at home to prepare your children for an interest in books and a capacity to grasp their contents?" Leaving out of account the fathers and mothers made helpless by poverty and ignorance, we find in many prosperous American nurseries little ones who never are read to or whose only reading is the inane bedtime story of the daily newspaper. The comic supplement is the picture book of these children, and, as they grow older they are presented with sets of the cheap series stuff, millions of these books — think of it! — being bought annually in our United States.

As is quite to be expected, most of these young people grow up with no love for real books, no reading vocabulary, no breadth of interest and with brain muscles untrained to tackle hard mental work.

One of the earliest observations of my library experience was the futility of trying to make lovers of good reading out of people whose early training had been neglected. There are individual exceptions to all rules where humans are concerned, but I have had no occasion to alter my belief that the surest way to cultivate an enduring taste for fine reading is for mothers to begin with the year-old baby, surround him with lovely books, share these with him daily, lead him from such picture books as open many windows and such stories as are written by artists in English, to a zest for new experiences in books and an easy familiarity with words that pave the way to the richest literature.

It is possible to begin in the nursery and the kindergarten to open windows to broad interests, because we have such a store of beautiful picture books today. Only a few came out in 1928, but Caldecott, Greenaway, Brooke, Crane, Boutet de Monvel, Le Mair, are ever new and beautiful to the children. Two books of 1928 which deserve a place with the fine older ones are Elsa Beskow's AUNT GREEN, AUNT BROWN AND AUNT LAVENDER and OLLE'S SKI-TRIP. We have had these with Swedish text for some years, but only lately have their stories been put into English. The story-telling pictures are just what children love and their faithfulness to Swedish life and snowy country will furnish a background of romance and beauty to give all coming "geography lessons" about Sweden and the North vitality and reality.

A book by Wanda Gag called MILLIONS OF CATS is one to provoke chuckles in grown-ups as well as in children—except of course those grown-ups who have a shuddering aversion to cats. The pictures look as crude and funny as those made by children themselves, but the dramatic quality and homely charm of the story they tell make this unique.

Charlotte Brate's THE PONY TREE is another droll picture-story book which small children will love. Each page has a sentence or two in large type and a drawing such as a clever mother might make hastily while telling her story to the children. This is about the entertaining doings of the Joy family. We cannot find enough good, humorous books for children. Of bad ones we have an overwhelming flood. And to be even an occasional observer, at the "movies", of what millions of Americans are laughing at, makes us feel we surely need to begin with babies to train the sense of humor.

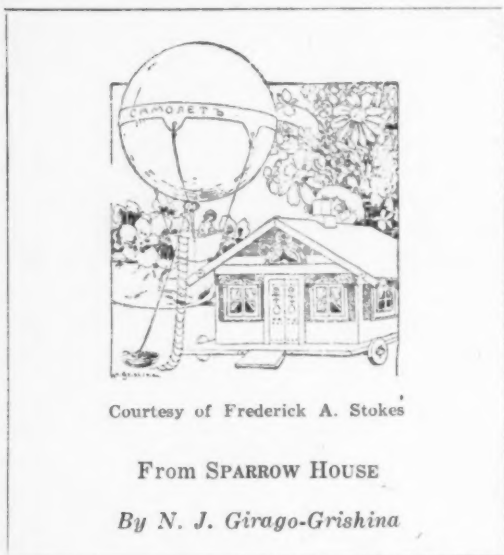
THE WONDERFUL LOCOMOTIVE is almost a picture book. It tells about an old engine in which Small Peter and a stray dog took a marvelous journey. Usually a mixture of fairy tale and machinery grates on me, but this story is

so well imagined and the pictures are so good that I like this as much as do the children.

A history picture book recently re-printed is O'Neill's *STORY HISTORY OF ENGLAND*, profusely illustrated by George Morrow. While the text is simple enough for the elementary grades the pictures will be as useful to the older children as they are enjoyable to the younger ones.

The year's best poetry collection for little children is an old favorite with charming new pictures by Marguerite Davis. This new old book is called *SUGAR AND SPICE AND ALL THAT'S NICE*.

It is an event in the publishing world when a children's book appears which literary critics, parents, children's librarians and the children themselves all agree to love. Mr. Milne's *WHEN WE WERE VERY YOUNG* made such an event. Next his *WINNIE THE POOH* was acclaimed by



Courtesy of Frederick A. Stokes

From *SPARROW HOUSE*

By N. J. Girago-Grishina

both adults and children, and 1928 brought us *THE HOUSE AT POOH CORNER*, which is as lovable and funny as the first book about "Pooh."

SPARROW HOUSE is a fairy tale which has its own oddity and charm. The pictures of decorated houses, animals and quaintly dressed people not only illustrate the tale, they show Russian life to our children.

WHERE WAS BOBBY? a vivaciously told story of a little French boy whose beloved dog disappeared for a week-end, will give the children a feeling of being at home in a little French village.

LITTLE TONINO written by two American women, gives in story form a good picture of

children's life in a tiny hill town of Provence. These books, slight though they are, will have real value in making our American children feel a friendly acquaintance with little Europeans.

LITTLE DOG TOBY also is a book of this sort. It is a story of a Punch and Judy show dog in the London of Queen Victoria's day. We older ones know what thrills are added to our experiences abroad when we find ourselves in places first made vivid to our imaginations by a story loved in childhood.

Believing as I do that among the causes that lead to war two strong factors are *prejudices* sown in childhood, and *narrowness* caused by *ignorance*, I am happy to note the increasing number of books, for young children, about foreign countries. Most of these are in story form, and that is good, because children love stories best, and, as the Philosopher in James Stephens' *CROCK OF GOLD* says: "I have learned that the head does not hear anything until the heart has listened, and that what the heart knows today the head will understand tomorrow."

We have one true story about Africa which is as fascinating as fiction. This is *ALICE IN JUNGLELAND*, the account of a five-year-old girl's experience in the gorilla country on one of Carl Akeley's trips.

BOGA THE ELEPHANT is a short, humorous, eventful tale about monkey, elephant and man families in the African jungle.

Three more tales from northern Africa show how near the Dark Continent is growing when even the younger children have so many books about it in one year. *ABDUL* is a "might-be-true" story of a modern Egyptian boy. *BOY OF THE DESERT* is about a small Arab of the Sahara. The story teller of the Cleveland Museum gives us *SOKAR AND THE CROCODILE*, a fairy story of ancient Egypt.

ABDALLAH AND THE DONKEY, *A TALE OF WOE AND JOY FOR CHILDREN FROM EIGHT TO EIGHTY*, takes us to the market place of Bagdad. The "woe" is for the rascally owner of the clever donkey, the "joy" is all for the reader.

TREASURE OF CARCASSONNE is a spirited translation of a dramatic and witty story of Carcassonne in the middle ages. The language is not easy, but there is a quality of style in the best French stories for children which our boys and girls ought not to miss. Perhaps this needs reading aloud by the teacher, and it is worth it.

PICTURE TALES FROM THE JAPANESE were told by the "Honorable Grandmother" to the author in her girlhood in Japan, and the oddly foreign illustrations by a Japanese artist will help to give child readers the true atmosphere of the country.



Courtesy of Coward, McCann

From *MILLIONS OF CATS*
By Wanda Gag

I wish the limits of this paper permitted me to call attention, at length, to reasons why I think these books stand infinitely above the written-to-order supplementary geography books manufactured by some educational publishing companies for the class room. Here are no books hastily put together by writers who never journeyed farther from their American firesides than to a public library of limited resources. I have cited authors acquainted with their subjects, whose books are illustrated by artists either native to the countries described or equipped by long residence in them to picture the scenes faithfully.

I can barely list a few of the charming fairy

tales of the year: *THE WHINS ON KNOCKATTAN* with all the charm and flavor of Ireland; *OTHER ARABIAN NIGHTS*, tales from Arabia recently translated; *THE PRINCE FROM NOWHERE*, a Swedish collection; *A PRINCESS COMES TO OUR TOWN*, by Rose Fyleman, graceful in style and full of unexpectedness and humor. I even have a good word to say for a "talking animal" fairy tale of 1928 in spite of my rooted aversion to the tribe, due to the tens of thousands of mediocrities and atrocities which are wasting the minds of our children. *THE FOSSIL FOUNTAIN*, droll and whimsical, I actually found myself enjoying.

There is a book by a beloved teacher on which there will be a difference of opinion. Old and young, with few exceptions, adore "Pinocchio" of Italy. Some will resent even Angelo Patri's imagining *PINOCCHIO IN AMERICA*, but the new story is done by one steeped in the spirit and language of the original and it will be worth while to see what the children think of his "sequel."

A group of "might-be-true" stories and my time is up.

THE RUNAWAY PAPOOSE tells of a little Indian girl of the Southwestern desert. The author has written several lovable stories of the same region. In spite of faults of style these have distinct value for children.



Courtesy of Little, Brown

From *SUGAR AND SPICE*
By Mary W. Tileston

TAKTUK, AN ARCTIC BOY, has no style, but the language is clear and simple, and Stefanson vouches for the fidelity of this story to Eskimo life.

Two of my favorites this year are *SKIP-COME-A LOU*, about lovable, mischievous little Medora of the 1830's, out in Missouri; and *A LITTLE GIRL OF NINETEEN HUNDRED*. This lat-

ter pictures vividly a period as different from the present as the 1830's and yet—people who don't like to be called even middle-aged remember it perfectly. Some one has said that this is an excellent book for little girls to read aloud to their mothers, and I quite agree. The mothers will laugh more heartily than the small daughters, but there is fun for all in the book, in the deliciously absurd pictures as much as in the racy tale of those days of lambrequins, bustles, and buggies.

I do not know how many books for the younger children were published in 1928, but I

do know that there were quantities not worth the paper on which they were printed. There were some, quite worth a place in the public library which I have not mentioned in this article, because, within the column's space I have tried to list those of some positive quality—qualities rather—and lasting value. By lasting value I do not mean that these books will endure as have the "classics." I mean that most of them, read at the right time, are likely to live in the child's heart and to have some formative influence upon his thought, an influence of a wholesome, broadening, mentally stimulating sort.

List of books referred to:

Beskow, Elsa	AUNT GREEN, AUNT BROWN, AND AUNT LAVENDER.....	Harper	\$2.25
	OLLE'S SKI TRIP.....	Harper	2.00
Gag, Wanda	MILLIONS OF CATS.....	Coward & McCann	1.25
Brate, Charlotte	THE PONY TREE.....	Stokes	1.75
Meigs, Cornelia	THE WONDERFUL LOCOMOTIVE, illustrated by Berta and Elmer Hader.....	Macmillan	2.00
O'Neill, Elizabeth	THE STORY HISTORY OF ENGLAND, illustrated by George Morrow.....	Nelson	2.50
Tileston, M. W.	SUGAR AND SPICE AND ALL THAT'S NICE, illustrated by Marguerite Davis.....	Little	2.50
Milne, A. A.	THE HOUSE AT POOH CORNER, illustrated by E. H. Shepard.....	Dutton	2.00
Grishina, N. J. Givago	SPARROW HOUSE.....	Stokes	2.00
Clement, Marguerite	WHERE WAS BOBBY? Illustrated by Maud and Miska Petersham.....	Doubleday	2.00
Hill, Helen and Maxwell, Violet	LITTLE TONINO.....	Macmillan	1.75
Field, Rachel	LITTLE DOG TOBY.....	Macmillan	1.00
Bradley, M. H.	ALICE IN JUNGLELAND.....	Appleton	2.00
Dombrowski, Baroness	BOGA, THE ELEPHANT.....	Macmillan	2.50
Palmer, W. B.	ABDUL	Macmillan	2.00
Tietjens, Eunice	BOY OF THE DESERT.....	Coward & McCann	2.50
Howard, A. W.	SOKAR AND THE CROCODILE.....	Macmillan	2.00
Dombrowski, Baroness	ABDALLAH AND THE DONKEY.....	Macmillan	2.00
Robida, A.	TREASURE OF CARCASSONNE, translated from the French by F. T. Cooper. Illustrated by Dorothy P. Lathrop.....	Longmans	2.00
Sugimoto, Chiyono	PICTURE TALES FROM THE JAPANESE. Illustrated by Tekisui Ishii.....	Stokes	1.25
Casserley, Anne	THE WHINS OF KNOCKATTAN.....	Harper	1.50
Katibah, H. I.	OTHER ARABIAN NIGHTS.....	Scribner	2.00
Tappan, E. M.	THE PRINCE FROM NOWHERE.....	Houghton	1.75
Fyleman, Rose	A PRINCESS COMES TO OUR TOWN.....	Doubleday	2.00
Mason, Arthur, and Frank, Mary	THE FOSSIL FOUNTAIN.....	Doubleday	1.75
Patri, Angelo	PINOCCHIO IN AMERICA.....	Doubleday	2.00
Moon, Grace	THE RUNAWAY PAPOOSE.....	Doubleday	2.00
Lomen, Helen	TAKTUK, AN ARCTIC BOY.....	Doubleday	1.75
Darby, Ada Claire	SKIP-COME-A-LOU	Stokes	1.75
Lenski, Lois	A LITTLE GIRL OF NINETEEN HUNDRED.....	Stokes	2.50

LANGUAGE TEXT BOOKS

A Study of Five Recent Seventh Grade Texts Part II.

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Part I of this study appeared in the February issue of THE ELEMENTARY ENGLISH REVIEW. Therein were presented the objectives and plans of the investigation, along with a detailed analysis of terms. Part II presents the findings and conclusions of the study, and purports to show to what extent recent seventh-grade language-composition textbooks reflect progressive tendencies and realize the objectives in upper grade teaching of English.

TABLE I is based upon the progressive tendencies set forth by the national committee in 1917. It indicates which of these tendencies have been stated in the preface of each of the five recent textbooks and which ones have been repeated in recent reports of trends in English-teaching. Two of the tendencies have been adopted as objectives by each of the authors. They are the provision of vital and natural expressional situations and the development of independence through self-help features.¹ Adaptation of procedure to individual interests and abilities has also been made a major objective. The tendency to deter-

mine the content of language-composition courses experimentally has not yet been stated as an aim of the authors. Only one of the five prefaces indicates any attempt to carry the supervision of writing and speaking over into other subjects. The remaining tendencies are given no consistent stress. All the tendencies except 2c, 2d and 3e are still evident according to the report of the committee in the Fifth Yearbook. Activities giving expression to these trends will do much to help the upper grades fulfill the junior high school functions set forth by Koos.

¹The latter tendency has been added to the list because of its recent prevalence.

TABLE I.
PROGRESSIVE TENDENCIES IN ENGLISH INSTRUCTION
Expressed in Publications of the Last Decade.*

Tendencies	Texts					Year-book V	Koos
	1	2	3	4	5		
1. Composition							
a. Drill kept separate from expression.....		*			*	101	
b. Emphasis on oral composition.....	*	M				88-2	82-1c
c. Vital and natural expressional situations.....	M	*	M	*	*	88-9	82-3
d. Publicity and permanence.....	*	*				88-6	83-9
e. Supervision of English in all classes.....			*			99	
2. Language							
a. Functional grammar only.....		*		*	*	88-11	82-1a
b. Subordination of form to expression.....					M	88-10	82-1b
c. Minimal essentials arranged by grades.....		*	*		*		
d. Experimental determination of content.....							
3. Methods							
a. Adaptation to individual needs.....	*	M	M	M		89-c	82-3
b. Supervised study; laboratory procedure.....	*	*	*			88-8	83-7
c. Socialized procedure; problems, pupil initiative.....	M	*	*			89-14	83-9
d. Use of objective measurements.....			*		*	88-6	82-4
e. Use of material equipment.....	*	*					
f. Independence through self-help features.....	*	*	M	*	*	88-9	83-8

*An asterisk indicates a tendency named as an objective; M indicates major objectives. The numbers indicate page references and headings of listed trends.

Findings:

Percentage of space devoted to topics.—The average percentage of space apportioned in the seventh-grade texts to the phases of language-composition is summarized as follows:

Phases of Language-Composition		
	1920-1924	1926-1928
Grammar	50.1	58.1
Literature; models	11.7	8.3
Composition; study helps..	38.2	33.6
Totals	100.00 *	100.00

It is evident that the shift in emphasis is toward an increased stress on grammar-teaching and less on composition-writing. This seems unfortunate in view of the opinion stated in the earlier study that "the language books are still overstressing grammar." There is probably little change in the amount of space apportioned to literature, as non-literary models have been given a place under "guidance," the equivalent of "study helps."

The phases of grammar showing the greatest change in percentage of page-space are

TABLE II
PERCENTAGE OF SPACE GIVEN TO VARIOUS MATERIALS
In Five Seventh-Grade Language Textbooks Published Since 1925

Phases of English		Texts					
Grammar		1	2	3	4	5	Total
Parts of speech.....		20.2	5.5	15.1	22.1	22.9	16.2
Word study; language drill.....		12.3	24	12	12.3	8.7	14.7
Pronunciation.....		1.3	9	3	1.3	.8	3.6
Punctuation; capitalization.....		4	4.5	9.5	4.4	4.5	5.6
Sentences, all that pertains to, except 6..		9.4	5.7	10.6	5.6	5.8	7.5
Sentence analysis.....		10.2	4.8	5.1	18.1	7.5	8.9
Paradigms.....				1.4		.5	.4
Spelling.....			.1	4.5		1.4	1.2
Total.....		56.9	53.5	61.4	63.9	52.1	58.1
Literature							
Poems.....		1.9	9.4		4.3	4.1	4.2
Models.....		4.	2.7	6.6	4.3	2.3	4.1
Total.....		5.9	12.1	6.6	8.6	6.4	8.3
Composition							
Assignment for written work.....		1.4	.4	1.4	1.8	1.1	1.2
Assignment for oral work.....		1	1	.9	.9	.5	.9
Lists of topics.....		3.9	3.8	2.1	1.8	1.8	2.6
Total.....		6.2	5.1	4.4	4.6	3.5	4.7
Guidance							
Motivation.....		3.5	.4	3.9	.4	2.5	2
Setting up standards.....		13.8	15.7	12.7	9.2	14.7	13.2
Models.....		5	2.9	4.7	4	10	5
Selecting topics.....		.9	1.4	1.1	1.5	.8	1.1
Organizing.....		3	2.3	.6	2.1	1.2	1.7
Expressing.....		.2	.4		.5	.2	.2
Appraising.....		.9	1.2	1	3	4.1	1.9
Revising.....		.1	.1	.2	1.8	.7	.5
Publishing.....		1.8		1.6	.5	1	.9
Use of books.....		2.1	4.7	2		2.9	2.4
Total.....		31	29.3	27.6	22.9	38	28.9

"word study and language drill"—more than doubled in the later texts; "sentence-analysis"—trebled; "sentences" given but sixty per cent as much space, and "spelling" half as much as formerly. "Setting up standards" and the use of models may be considered the equivalent of the classification "how to write and speak." According to the comparative proportion of space given these topics in the earlier and in the more recent texts, considerably increased attention is given to the planning of compositions according to standards. Training in the use of books has increased from an average of .4 per cent to 2.4 per cent. The guidance consists largely in drill in using the dictionary.

The earlier texts varied considerably among themselves in regard to the percentage of space given to grammar, literature, and composition. It is notable that the percentage of space devoted to these is more nearly uniform in the later books. The variation is rather in the amount of space given to the items within the three larger classifications. "Parts of speech" receives a percentage of space ranging from 5.5 per cent to 22.9 per cent. Text 2 balances the low per cent given to this phase by devoting a very large proportion of space to word study. Large fluctuations are likewise apparent in the apportionment of space given to "sentences."

"Setting up standards" includes almost half of the space given to the phases of "guidance" in the books, whether taken singly or as a group. If the space given to the two types of models be added, it is even more apparent how strongly writers of recent text books emphasize the need for having standards in mind before writing. This stress should help the upper grades in realizing the objective of attaining higher standards of scholarship. On the other hand, there seems to be little attention given to guiding the pupil in the appraisal and revision of his work and to providing motivation through publishing the finished product.

Findings: Mentions of progressive tendencies.

Table III presents the frequency of the mentions of progressive tendencies in the texts examined. The five tendencies mentioned most frequently and treated most intensively are: extension and mastery of vocabulary, creation of the audience situation, drill in the use of mechanically correct written English, utilization of an elaborate technique in teaching composition, and emphasis upon oral composition. The extension and mastery of vocabulary is unduly weighted by the very numerous mentions in Text 2. Though the number of mentions of the audience situation varies considerably among the books, yet the texts are quite

consistent in providing for the publishing of compositions and letters. Partial proof for this statement lies in the comparison of these frequencies with the counts given to oral and written composition and to letter-writing. It is noteworthy that the larger proportion of guidance given in the mechanics of written composition is by way of specific directions (type 2) while the pupils, to a great extent, direct and appraise their own work in matters of technique (type 4). Mentions of oral composition are about equally apportioned to types 2 and 4. Most of the sixty-seven projects include self-directed preparation and appraisal of compositions and letters. Functional grammar and adaptation of procedure to the individual pupil are given but a fair amount of stress. There seems to be little effort to correlate other subjects with language-composition. Spelling is given but minor consideration. Recent texts make almost no provision for the objective measurement of pupils' abilities and achievements.

It is interesting to note to what extent the texts provide training in independence, in so far as the comparative frequency of mentions of type 4 is an indication. On the average, one-third of the mentions are of the type which provide for self-direction and appraisal. Many of these are incorporated in mentions of projects, which may give many-branched and extended opportunities for independent action. Almost half of the total mentions consist of specific directions, which are perhaps less likely to result in subsequent independent application. The emphasis given to the tendencies by the use of models is not as insignificant as it seems, because models are frequently used as an aid in self-direction and appraisal, and therefore have been counted in the mentions as type 4.

The books vary considerably in the degree to which they provide procedures which utilize pupil-initiative and self-direction. Text 2 depends almost entirely on specific directions and gives little opportunity for independent planning, execution, and appraisal. Text 4 provides the largest proportion of assignments which call forth the pupils' initiative. Specific directions are used in the same degree—a percentage of 42.5. Texts 1 and 3 are almost identical in the percentages of mentions which each apportions to the respective types of 2 and 4, though Text 3 has twice the number of absolute mentions. The following explanation seems necessary: the books having the largest total number of mentions are not necessarily better nor worse than those having fewer mentions. The two texts having the fewest mentions give assignments wherein a single mention often includes a series of

TABLE III.

TYPES OF EMPHASIS GIVEN TO MENTIONS OF PROGRESSIVE TENDENCIES IN ENGLISH INSTRUCTION.
In Five Seventh-Grade Textbooks Published Since 1925

Texts	Text 1				Text 2				Text 3				Text 4				Text 5				All			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Emphasis																								
(a) Independent oral composition.....	0	18	0	16	2	28	8	8	8	16	1	9	0	12	0	22	0	1	5	14	10	75	14	69
(b) Short written compositions.....	0	5	0	10	2	4	0	3	7	4	4	1	8	0	3	1	8	0	6	8	9	22	11	30
(c) Letter-writing	0	2	9	4	0	3	1	0	2	3	5	4	8	0	8	0	8	0	1	0	3	2	17	15
(d) Minimum of reproduction.....	0	0	0	2	1	5	0	5	1	4	0	0	2	1	0	0	1	1	0	0	5	11	0	7
(e) Topics from other subjects.....	5	87	2	6	13	158	3	6	16	38	1	17	7	44	3	23	3	23	5	5	29	300	14	57
(f) Extension and mastery of vocabulary.	0	1	0	2	1	4	0	0	0	17	0	6	3	0	0	0	0	4	0	2	4	26	0	10
(g) Individual and basic spelling lists.....	0	2	0	3	1	0	0	2	4	8	0	12	3	12	0	14	0	0	1	3	8	22	1	34
(h) Grammar—an aid to expression.....	0	3	0	12	1	10	1	7	3	24	0	20	0	7	0	39	1	1	3	13	5	45	4	91
(i) Elaborate technic—writ. composition																								
Guidance																								
(j) Mechanics of written composition.....	9	11	2	9	7	8	0	0	20	49	10	11	7	15	0	21	6	16	0	4	49	99	12	45
(k) Adaptation to individual differences..	13	1	0	1	15	1	0	0	13	12	3	20	22	12	0	7	10	0	0	0	73	26	3	28
(l) Objective measurement	0	0	0	0	0	0	0	0	0	4	1	2	0	0	0	0	0	0	0	2	0	4	1	4
Motivation																								
(m) Utilization of life experience.....	18	9	0	3	12	7	1	4	17	33	2	1	17	8	0	3	6	4	0	2	70	61	3	13
(n) Project	0	0	0	19	0	0	0	1	0	0	0	29	0	0	0	18	0	0	0	0	0	0	0	67
(o) Audience situation; pub.	3	25	0	18	2	8	0	7	8	55	1	39	5	47	0	18	5	12	0	9	23	147	1	91
(p) Use of extra-curricular activities.....	1	0	0	15	0	0	0	2	4	3	6	15	0	0	0	1	0	0	0	3	5	3	6	36
Functions—Junior High School																								
(q) Exploration	0	0	0	1	0	0	0	2	1	1	1	22	0	0	0	11	0	0	0	8	1	1	1	44
(r) Recognition of ind. needs.....	13	1	0	1	15	1	0	0	13	12	2	21	12	11	0	7	10	0	0	0	63	25	2	29
(t) Socializing opportunities	3	25	0	18	2	7	0	7	16	60	1	46	5	42	0	19	5	11	0	9	31	145	1	99
(u) Materials of functional value.....	0	2	0	15	0	5	1	6	10	27	1	40	3	6	0	14	0	1	1	4	13	41	3	79
(v) Higher standards—scholarship	11	67	7	37	30	210	12	10	33	93	3	90	18	91	4	85	32	48	19	30	124	509	45	252
Total.....	76	209	20	192	104	459	27	70	161	463	42	405	104	319	8	318	79	129	40	119	524	1579	137	1104
Percentage.....	.15	.42	.04	.39	.16	.70	.04	.10	.15	.43	.04	.38	.14	.425	.01	.425	.22	.35	.11	.32	.16	.47	.04	.33

exercises requiring several days' preparation. Such topics have good sequence and receive cumulative treatment. Two of the books having more frequent mentions are piecemeal in their treatment of isolated topics. The fifth, while it gives very frequent mentions to progressive tendencies, yet provides frequent assignments of a related and cumulative type. The table fails to reveal these facts.

Findings: Aid in the realization of upper grade objectives.

The texts evidently contribute much toward the effort of the upper grades to raise standards of scholarship, if publishing, pupil-direction and appraisal, and practice to meet known needs are conceded to be means for stimulating pupils to do more effective work. Many socializing opportunities are provided. Very frequently assignments are designed to result in materials of functional value. It seems that much should be done in exploring and recognizing the individual abilities and interests of pupils. Here again the books vary in the extent to which each promotes the fulfillment of the objectives of the upper grades. Text 3 is probably most consistent in that each of the five functions is given considerable attention.

Limitations of the study.

(1) Bases of classification: The relative emphasis upon oral and written composition is not evident, because much of the space devoted to the assignments for both types of compositions has been allotted to the appropriate phases of "guidance." The percentages of space assigned to "guidance" are a composite of the portions giving directions for both oral and written work.

The list of progressive tendencies in the FIFTH YEARBOOK is not complete. One additional trend is the provision for training in citizenship, a major objective set forth in one of the texts. Likewise there are functions of the upper grades that have been given no attention. For instance, it is entirely possible that the texts may suggest procedure and subject matter "suited to the important changes which take place in a child's nature at adolescence." This function seemed so broad and indefinite in scope that no attempt was made to select subject matter and methods suited to its fulfillment.

(2) Subjectivity: It is almost impossible to determine objectively which portions of the material in textbooks embody a particular progressive tendency and what type of emphasis a mention confers. The subjective element has been greatly reduced by following the procedure of Crow and Moore in defining

terms and devising a scale for measuring degrees of emphasis.¹

(3) No evaluation of the interest of the materials: The study gives an inadequate measure of the intrinsic worth of the materials in each text. Specific directions, models, procedure calling for pupil initiative, may get negative results if the suggested activities are not of an appealing type. The number of mentions of progressive tendencies and junior high school functions is but one of many measures of the merit of a text.

Pedagogical implications.

The findings of this study correspond in considerable measure with those of the investigation in 1924. Grammar instruction is not made as functional as it should be. Expression is stimulated by vital and natural expressional situations, which involve the activities of home and school life, both practical and recreatory.

Authors of recent language-composition texts declare their major objectives to be the creation of vital and natural expressional situations, the development of independence through self-help features, and the adaptation of language instruction to individual abilities and needs. The results of analysis indicate that the last-mentioned aim has received rather minor emphasis in the procedure suggested in the actual materials of the texts. In general, procedures outlined in the books emphasize strongly the utilization of the audience situation, the development of fluency and accuracy in writing and speaking, and the building of an adequate vocabulary. Insufficient emphasis is given to letter-writing and functional grammar. The texts fail to provide for the objective measurement of abilities and results. The phases in which the texts are weak are important ones. Teachers will need to supplement text-materials in portions where treatment of topics and training for skills are inadequate.

The procedures suggested in the texts are of a type which will help the upper grades to fulfill their function of raising the standards of pupil-accomplishment. Instruction based on these texts should also have a socializing influence, and should result in materials of functional value to the students. Too little provision is made for the exploration for, and recognition of, individual abilities and interests.

Problems calling for further study.

This investigation has revealed problems which it does not solve. Several are listed below.

- (1) A similar study, if carried farther, can build up a score card for evaluating language-composition texts.
- (2) This study does not show the relative emphasis given oral and written composition. Further investigation may re-

(Continued on Page 78)

¹Crow, C. S. EVALUATION OF ENGLISH LITERATURE IN THE HIGH SCHOOL, pages 7-33. New York City: Teachers College, Columbia University, 1924.

Moore, Nelle, AN ANALYSIS OF STUDY QUESTIONS FOUND IN TEXTBOOKS FOR THE INTERMEDIATE GRADES. Unpublished Master's thesis, University of Chicago, 1925.

Percentage.....15.421.04.391.16.70.04.10.15.43.04.38.14.425.01.425.22.35.11.32.16.47.04.33

THE NEWBERY PRIZE LIST

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TO THE American Library Association has fallen the privilege and the pleasure of selecting each year the most noteworthy contribution to literature for children published during the twelve months preceding. Seven selections have now been made, covering the outstanding work since 1922. These seven books comprise the Newbery List, for their authors have been awarded the Newbery Medal, the gift of Mr. Frederick Melcher. The list is as follows:

- 1922—Hendrick Van Loon—*STORY OF MANKIND*
Macmillan—\$5.00
- 1923—Hugh Lofting—*THE STORY OF DR. DOOLITTLE*.
Stokes—\$1.75
- 1924—Charles Boardman Hawes—*THE DARK FRIGATE*.
Atlantic Monthly Press—\$2.00
- 1925—Charles J. Finger—*TALES FROM SILVER LANDS*.
Doubleday Page—\$2.50
- 1926—Arthur B. Chrisman—*SHEN OF THE SEA*.
Dutton—\$2.00
- 1927—Will James—*SMOKY*.
Scribner—\$2.00
- 1928—Dhan Gopal Mukerji—*GAY NECK*.
Dutton—\$2.00

Mr. Melcher perpetuates, in the Newbery Medal, the name of John Newbery, the eighteenth century publisher, who saw that children had notions of their own about their reading. His chap-books of *HOUSE THAT JACK BUILT*, *TOM HICKATHRIFT*, *DICK WHITTINGTON AND HIS CAT*, and other nursery classics were known wherever English children laughed and played and said their rhymes.

Seven different ways, these seven Newbery prize books go. Two of them are folk-lore, one a history, one pure nonsense, two are nature books of very different types, and the seventh an adventure tale of the high seas in the days of King Charles. Points of view as varied as their fields of interest are evident, but all are excellent and individual.

Charles Finger, an engineer at work in South America, picked up tales of charm and primitive vigor from native workmen, and wrote for us the delightful *TALES FROM SILVER LANDS*. Paul Honore did the pictures in a vigorous and beautiful style. Any fifth grade teacher who would give her pupils some understanding of how Latin Americans live and think would do well to feed fifth grade imag-

inations upon *TALES FROM SILVER LANDS*.

The other fairy tale book of the list is Chrisman's *SHEN OF THE SEA*. Shen is the second tale of a book filled with laughter and woe, with fun and thought all shot through with information on such questions as how did chopsticks come? who discovered tea? when was printing born? and a thousand other pretty and quaint whims gathered from Orientals who brought to America the drolleries of their race.

Arthur Chrisman was a Virginia youth seeking fame in Hollywood's movie colony, when the Orientals befriended him. His sense of humor is as delightful as that of the Chinamen who watched the weather signs and went on rainy days "forewarned and fore-umbrellaed." Just where the youthful Chrisman met or discovered his illustrator I do not know, but the meeting was a happy one. Chrisman's sly humor puts the firecracker under its victim but Elsa Hazilriis's lively silhouette raises the victim straight through the roof of his own house.

So much for the fairy lore in the two books on that subject. In diverse fashion I quote from Van Loon's *STORY OF MANKIND*, p. 145.

"Why should we ever read fairy stories, when the truth of history is so much more interesting and entertaining?" and again from his foreword, p. X: "History is the mighty tower of experience which Time has built amidst the endless fields of bygone ages. It is no easy task to reach the top of this ancient structure and get the benefit of the full view. There is no elevator, but young feet are strong and it can be done. Here I give you the key that will open the door."

Any high school or college youth who has a hazy understanding of names, periods, progression of events, will get this haze cleared to blue sky by reading the large volume this Dutch master of historical views has set down on his pages. The steps to the top of his "mighty tower of experience" are sixty-five, arranged in perfect sequence. Quaint, sketchy black and white drawings by the author help clear the points as one climbs. Remember, "There is no elevator, but young feet are strong and it can be done."

Next let us go adventuring on *THE DARK FRIGATE* "wherein is told the story of Philip Marsham who lived in the time of King Charles and was bred a sailor but came home to England after many hazards by sea and land and fought for the King at Newbury and lost a

great inheritance and departed for Barbados in the same ship, by curious chance, in which he had long before adventured with the pirates." That detailed and long sub-title tells the whole story in outline. Only the incidentals of how and why Philip did all that are left for a high school reader to discover by his midnight light.

Philip is at least the dream self of many a lad who "takes to books with an ill grace, enduring them only until he had learned to read and write and lay such foundation of mathematics as he hoped would serve his purpose when he came to study navigation," for you must know that "Philip Marsham was bred to the seas as far back as the days when he was cutting his milk teeth. His father was the master of a London ketch and they say that before the boy could stand unaided on his two feet he would lean himself, as a child does, against the waist in the sea-way and never pipe a whimper when she thrust her bows down and slipped enough water to douse him from head to heels. He lost his mother before he went into breeches and he was climbing the rigging before he could walk alone." Does such a book not promise thrills to its reader?

During the World War, Hugh Lofting entertained his children with charming and clever letters about the famous Dr. Doolittle, M. D., who lived at Puddleby-on-the-Marsh. Following the war (1920) Mr. Lofting printed his refreshing nonsense in *THE STORY OF DR. DOOLITTLE*. Six printings in rapid succession testify to the generous reception the book had. It has several book brothers and sisters now. There are *DR. DOOLITTLE'S CIRCUS*, *THE AMAZING STORY OF MRS. TUBBS* and others of the Doolittle type. The queer little drawings with which the author livens up the narrative are a tonic alone, to say nothing of the text.

Bowker's catalog comments that this is "one of the most nonsensical stories in print. The doings of the queer, kind doctor and his animal patients are enjoyed by people from five to ninety." Why shouldn't they be? Mr. Lofting's dedication is "To all children — children in years and children in heart—I dedicate this story."

The whole situation is blithely wrong-side out and back-end to, and up-side down. Any child from third grade up should enjoy both its nonsense and the adventures of the pets which live with the Doctor.

"He was very fond of animals and kept many kinds of pets. Besides the gold-fish in the pond at the bottom of his garden, he had rabbits in the pantry, white mice in the piano, a squirrel in the linen closet and a hedgehog in the cellar."

With all this intimacy of living with his pets the good doctor learned their languages and "they were terribly glad he could speak to

them." So are young readers after they have romped and snickered and giggled their way through the one hundred eighty pages and thirty-two laughable pictures of the text. For sheer delight and refreshing relaxation they put the modern "funnies" far in the shade.

Now for the last two books of the Newbery series. Will James' *SMOKY* appeared last year. To quote William Hornaday's review, "When Smoky trotted out of the corral of the author's imagination, Will James, as writer and artist, became internationally known — for he had written one of the few truly great horse stories of our language."

The New York Times says "This is the most readable and the most genuine interpreter of the real cowboy now writing about the ranch country. He had an unvarnished but singularly salty and effective style—and when James draws a bucking horse, the horse isn't merely bucking, he's exploding."

Smoky is hero from the moment he first tries his wobbly colt legs, until the last page of the book. Clint, the cow puncher, plays a high part in the drama of the cow-country, for James would have us know "A good horse always packs a good man." Tragedy, comedy, pathos and melodrama interfuse perfectly throughout. A man guest in our home Thanksgiving Day a year ago sat with the book all day long, fascinated by its shifting scenes and emotions. We could scarcely pry him from his chair and book for the holiday feast. "I'd almost rather read that book than eat," he said. The book is gripping, but best of all, it is emotionally true. After all, truth is the essential value of any fine bit of literature.

Again this year the award went to a nature book. Dhan Gopal Mukerji, a Hindu educated at Leland Stanford, wrote the story of a pigeon in his native town of Calcutta. He chose for his illustrator Boris Artzybasheff, the Russian master of the silhouette, and for his purpose, the preaching of the doctrine of the universal brotherhood of man. Because *GAY NECK* "who did not come out of the egg with iridescent throat . . . but when he did achieve it was the most beautiful pigeon in my town of India," develops into a missionary for peace, the book should be most enjoyed by older boys and girls.

Sometimes *GAY NECK*, the pigeon, speaks to tell his own story of romance, of achievement, of fear or of failure. Sometimes the author speaks and sometimes old Ghond, the trainer and companion, as on page 165 when both the bird and the man were invalidated back together from the front, "I need to be healed of fear and hate. I saw too much killing of man by man. I was invalidated home for I am sick with fell disease—sickness of fear, and I must go alone to nature to be cured of my ill."

SPEECH HYGIENE

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To deal adequately with the speech difficulties of all the children in our schools presents an imposing problem, but not one to be ignored or put aside. Extreme cases of maladjustment or emotional suffering cannot, of course, be diagnosed successfully by anyone but a speech expert. Average cases, however, such as constantly occur in oral English classes, may be cared for with considerable success by teachers who understand what happens when there is violation of the fundamental laws of the hygiene of speech—which after all are simply the laws of hygiene of complete and satisfying living.

What, briefly, are the facts which should be known and used as a basis of action by the individual for himself and for social betterment? They are those of actual knowledge and are simply a set of scientific discoveries which are taking precedence over more or less superstitious beliefs and fears, or rather ignorance, which have governed behavior. They have been explained by Dr. S. Blanton, Dr. R. W. West, Dr. W. A. White, Dr. J. J. B. Morgan, and many others thoroughly trained in knowledge of nervous and mental diseases.

The one law considered of first importance by those who have studied conditions necessary for mental and emotional health is that a normal mental attitude and emotional control are dependent upon the ability of the individual to meet all his conflicts and difficulties face to face. Indeed, if the whole science of mental hygiene were to be concentrated into one catch phrase it would be, "face reality," or better, "meet reality," or best, "live reality." Mental health is in direct proportion to the ability to live reality. Ability to face problems, to perceive without fear the actual elements involved, and on the basis of that perception to work out or act out correct solutions, is the means by which the individual becomes ascendant over the social environment. Facing, meeting, and living reality constitute the only efficient method by which the individual may accomplish advancement from out the mazes of infancy, through the

puzzles of childhood, and past the turbulent and vexing whirls of adolescence. Facing, meeting, and living reality make the adult master of the world with all its "buzzing confusion." The world is then his mansion in which he experiences substantial, satisfying pleasure and comfort, not a place subject to lightning, floods, and fires, not a place in which he dwells with fear, not a goblin world alive with malicious pucks and pixies, and not even a quite useless fairy structure to which he can entice airy, entertaining but inane creatures of another world.

The first principle to be grasped by the child who is to overcome fears when speaking is that, throughout all nature, progress is made by overcoming difficulty. Among lower forms, new powers have been developed by making painful adjustments to changes in environment. The higher forms have been evolved thus. Evolution is inextricably bound up with struggle of organisms. This is common knowledge. Numerous cases in point may be cited to the child—evidence convincing and at the same time compellingly fascinating. The struggles of the normal human animal during the course of a normal life may be understood as so many steps in his progress. This necessary struggle, may it be understood, is often blocked by the tendency of the organism to seek ease. The conflicts arising out of the interference of this tendency constitute in large part the reasons for failure of an individual to become physically and socially powerful and efficient.

The safety motive—desire to be comfortable, to avoid effort, to give up, at least partially, in a struggle, is the cause of much of the social inadequacy commonly revealed in speech defects. It is necessary to know in what ways this safety motive operates to work harm. Frequently the individual fails to recognize this desire for comfort as the cause of his affliction. Consequently, the facts must be thrust upon his attention. The operation of the safety motive is largely the cause of infantilism, day-dreaming, regression, self-

indulgence, negativism, anxiety, introversion, double personality, rationalization, conceit, hysteria, over-compensation, stage-fright, fixation, dementia praecox, and a score of other general ailments arising from failure to grow in social strength.

In infantilism, for example, the person exhibiting it is a "spoiled child". He pouts at life; he whines at failure; he is jealous of the comrade who wins; he storms when he is frustrated in getting what he wants; he snuggles up for some coddling when his task is a bit difficult. Day-dreaming basically is a form of infantilism. In the dreamer's mind the pout becomes an image, the whine an avenging character, the jealousy of others some avenging action, the storming becomes imagined volubility, and the snuggling a condition of rarely sweet ease and pleasure. Excessive day-dreaming is called "insanity". In less extreme forms there are introversion, complexes, reclusiveness, negativeness. The self is the subject of thought instead of the self in its proper place in the social environment. As a result of day-dreaming and infantilism, the child will carry to the platform, for exhibition to the class, pouting, whining, stubbornness, hysteria, trembling, and other forms of behavior which will give clear indication that he does not conceive of himself as a social being, but as a self-centered infant.

Such conditions must be dealt with most tactfully but definitely. The child's future depends upon how strong he can grow socially as well as physically and mentally. He must learn to conquer his childish fears of certain persons, of public opinion, of new ideas; he must learn to face his fears of past mistakes and failures, his fears concerning religion, lessons, sex, and all the rest. The individual must meet reality and not shrink away from it. Insofar as there are sneaking, hiding, compromising methods of dealing with situations and difficulties which confront one in any activity of life, to just that extent the robustness and vigor of mental and emotional life is impaired.

Hear this physically powerful boy of twelve in a simple talk before a class so befuddle his speech that the words are to a great extent incomprehensible and the tone offensively throaty and nasal. See his abject, retiring posture, his negativeness of being when brought face to face with his kind.

Yet this boy opposes oral English lessons—a perfect example of rationalization. He decides on an attitude, unconsciously perhaps, that will excuse his own fears and bad habits. He trembles before the class as he hedges and blusters out that he "doesn't see any sense to speech-making anyway." He compromises with the enemy of fear by poorly concealing a huddling position when occasion demands that he speak. Given the cue tactfully that he is molly-coddling himself, cringing before what is hard, acting like a child quaking with fear of a "boogy" man in the shadows, such a boy may be set off in the right direction, may be helped to gain the right attitude of mind.

Consider this girl of seven who gushes unintelligibly for five minutes while her audience wiggles and twists in discomfort, and who, when an impolite boy makes some criticism to the effect that he "didn't know a word she said," bursts into tears and sobs out that she'll "never go up front again". This is for all the world like what she did when about six months old, when her bottle wasn't exactly the usual temperature or didn't arrive when she first cried for it. She has probably seen a baby who has been similarly displeased with the elements of a situation hurl the bottle vehemently away, refuse it angrily again, and keep up pitiful crying for hours after. What would she do were she in charge of such an infant day after day, an infant who should eat happily and grow?

Now consider the little child just removed from his home and flung into the great world of school. It may be that when his turn comes to stand in the open space before his classmates that he will look like a canary left standing on a table with the familiar cage out of sight, his cocky and animated, joyous bearing when within his home bars replaced by the dejection of helplessness, a helplessness that would give way to paralyzing terror were he to be swung up into a green tree in the sunshine. He, the young human being, cannot readily adapt himself to his entire environment. To be sure, the easy way to quiet the gasping whirr of fear is to return the bird to the cage or some substitute. But the right thing to do is to begin at once to train him in habits of conquest, not of defeat. Train him, wee as he is, to express his solutions of all kinds of problems and experiences that are occurring in his life and in the lives of those with whom he associates in the class

and elsewhere. Help him to develop an alert, challenging attitude, a mind ready to grapple with reality, not one that retires to security, to day-dreams, and excuses. Incite him, urge him, beg him, encourage him to attack at once every midget or giant of difficulty or discouragement that confronts him—not the least of which is that of adjusting himself to social conditions. The indomitable spirit (this does not at all mean the dominating one) is the source of power and progress for him in whatever he undertakes to do in all his life. He cannot be cumbered with fear. He cannot allow his moods to lock restraining tentacles about him. If, as an adult in a world of adults, he is to live completely and fully, he must, as a child, establish the habits that will enable him to do so. He must learn from the beginning to face antagonism, face criticism, face ridicule, face sneers and thrusts and even hard blows and bitter experiences. He, too, young as

he is, can be made to comprehend the truth that all vigorous life evolves by struggling and overcoming difficulties.

According to best authorities in the fields of mental and emotional hygiene, the forming of habits of courage and initiative will enable a child certainly to experience all the richness and fullness and joy of living that is possible to him with his original endowment. There will be no abnormal peculiarities. He will be at his ease and full of courage in meeting all situations; in other words, he will have poise. This is the ideal toward which to aim. The teacher, by means of oral English, should strive to establish the habit of living actively. If the teacher is to help school children to attain it, there must be cultivation and development of that skill which is indescribably difficult to acquire—the skill or power or insight which makes clear what are the particular problems of each individual self in his relation to others.

LANGUAGE TEXT BOOKS

(Continued from Page 73)

veal to what extent texts prepare students for conversation and addresses—formal and informal.

- (3) There are a few devices for objective measurement suggested in the texts. A collection of scales, tests and other measuring devices, the comparison and evaluation of them, the discovery of elements measurable but unprovided for, would constitute an extended study.
- (4) Johnson, in *ENGLISH EXPRESSION: A STUDY IN CURRICULUM-BUILDING*, has made an activity-analysis of written

work called for in real life. A check of texts and of courses of study against his results would be valuable.

- (5) Experiment: Ascertain to what extent type 2 and type 4 (specific directions; self-direction and appraisal) carry over into subsequent practice.
- (6) Experiment: Ascertain to what degree correct usage is aided by a text emphasizing formal grammar and by one suggesting functional use of grammatical facts to improve language usage.

A MORE EFFECTIVE USE OF THE EXAMINATION

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FROM present indications the crest of the measurement wave has not been reached. We are moving on to wider and more varied uses of tests. No longer is classification of pre-eminent importance. Aims and purposes have been extended so that today, in the minds of many educators, diagnostic and remedial features of testing have come to be paramount issues in many situations. This article is concerned with two things. First, admitting the fact that the examination is an effective teaching device the writer wishes to point out certain fundamental weaknesses in connection with the assignment of grades based on the examination. Second, suggestions are offered for the correction of these deficiencies, while at the same time the commendable features of different plans may be kept to the end that in the future the returns for time and effort expended on examinations may be somewhat more nearly in keeping with those which might reasonably be expected.

A major reason for the failure of the examination to function more efficiently in the formation of approved methods of response is that the *law of effect* is not properly taken into account in the giving of rewards, it being understood that the most common method of rewarding pupils is by assignment of grades. Although it is obvious that the *law of effect* must always be employed in any successful teaching program, i. e., we must reward desirable responses so that they will be repeated and stamped in and punish wrong responses so that they will be eliminated, educators have been very negligent in applying these principles to examinations. The trouble has been that that portion of the law dealing with annoyance has been overworked. We have rewarded approved methods of response in some cases and made them satisfying. We have, in other cases, attached annoyance through penalties to undesirable reactions. But in addition to these applications we have made the error of attaching annoyance to desired responses, either at the time of the

examination or shortly following, as will be shown a little later. It is apparent to all that there is no magic in the desirability or undesirability of reactions with influences strengthening or weakening such responses. Whether an individual continues to repeat an act and learn it or ceases to repeat it with consequent weakening of the reaction pattern depends very largely, if not entirely, upon whether satisfaction or annoyance attends the performance of the act. Therefore, when at examination time, or shortly following it, annoyance is attached to desirable responses, even though this be done unwittingly, they will as surely drop out of the individual's repertoire as any other acts which are punished.

Crucial rewards for effort expended on examinations are generally meted out under one of two plans. Some instructors base grades entirely upon results of the first trial in an examination. We shall call this Plan A. The tendency under this plan is to adhere to the probability curve, i. e., there will be 5% A's, 20% B's, 50% C's, 20% D's, and 5% E's. The percents may vary slightly but approximately these are the percentages in the distribution of marks under Plan A. Other instructors ignore the responses on the first trial of the examination and base grades entirely upon the results of a second test. We shall call this Plan B. The two tests, pre-test and final, deal with the same material under Plan B. As a result, Plan B tends to bunch grades toward the top end of the scale. Instead of the distribution being 5% A's, it will usually be more nearly 25% A's. In like manner all other grades will tend to move in the same direction and as a consequence there will be few if any failures.

The feature of Plan A, which is especially to be commended, is that rewards for work done are distributed in a manner very similar to the way in which individuals are rewarded in actual life situations. The endeavor is to reward correct responses to items on the first taking of the examination, by giving for each

a positive score. Contrawise the principle of annoyance is brought into operation by penalizing the incorrect responses through the assignment of zero or negative values for each such response. The grade assigned to each individual is intended to be commensurate with the number of successful responses on the test papers. Now in so far as the first application of the *law of effect* is concerned, Plan A seems to be fundamentally sound. If a test of 20 examples is administered by an arithmetic teacher and pupil X gets 18 of the 20 examples right and works 2 of the examples wrong, he is given a comparatively high score as a reward for the relative perfection of his work, but not as high a score as would be given to a pupil who worked all 20 of the examples correctly. He is penalized for the two errors made. Pupil Y works 10 examples right on the first trial of the examination and misses 10. Under Plan A, pupil Y is assigned a comparatively low grade, being rewarded for his correct responses and penalized heavily for his numerous mistakes. However, it is not sufficient to stop after an examination with mere classification of pupils. Distribution of marks is not the most important use to which a test may be put.

If a test is properly constructed weaknesses of individuals will be revealed. Remedial work can then be assigned to the end that future responses to like situations will not be in error. Accordingly all pupils are asked to correct mistakes made in the examination, but the pupils grade account has been closed by the teacher at the time examination grades were assigned. Therefore, all remedial work must be done without any account being taken of the effort expended in successful remedial work done so far as grades on the examination are concerned. Here is the place where Plan A breaks down. The teacher is inclined to close the pupil's account too soon with reference to assignment of rewards, but not with regard to assignment of work. We all agree that remedial work, as the need is revealed by an examination, should always be attended to. The thought back of this remedial program is that correct responses will thus be substituted for incorrect responses. But the teacher using Plan A loses sight of the *law of effect* in remedial teaching which was so beautifully taken into account in respect to rewards through the assignment of grades for the first efforts of pupils on the test. Here satisfaction was attached to cor-

rect responses.

On the remedial section of the program teachers do not reward correct responses in adequate fashion. Pupils are asked to work long and diligently on the correction of errors without any hope of reward except that future grades will be higher. For most pupils these rewards are too far removed from the situation at hand to be of much effect. Satisfactions so long delayed are usually of little effect. Rewards to be effective for the rank and file of learners must follow immediately after desired reactions are made. If the most effective use is to be made of an examination, the remedial program following it must be as highly motivated as any other part of the learning process and one of the best ways of rewarding pupils for the correction of mistakes is to give credit on the examination score for each error corrected.

Under Plan A, which is in wide use at present, what is done in effect is this: First, pupils are rewarded for correct and punished for incorrect responses on the first trial of a test. Second, for incorrect reactions, correct reactions are substituted during the remedial period, but these correct reactions are not rewarded. When a teacher fails to recognize responses in a manner which appeals to a pupil the learner interprets such treatment of his acts as though his efforts were ignored and this amounts to virtual punishment. The pupil who makes few mistakes is punished little under Plan A, but the less efficient learner is annoyed by two doses of punishment, the first being administered when his mistakes are first made and the second when he corrects them; the punishment in the second instance being failure to reward both immediately and objectively by scores. Thus the remedial portions of the teaching program which is intended to, and which should, operate in the elimination of error, especially in case of the less capable pupil, is liable to build up mental sets which are entirely antagonistic to effective school work.

Plan B, sometimes called the Contract Plan, is quite different from Plan A in several respects. First, it has the excellent characteristic of definitely setting up the job to be done. This is accomplished at the time of the first test. In case of a test of 20 examples, as discussed under Plan A, pupils under Plan B would be definitely informed that the correct solution of these examples constituted their contract. Second, the system of grading

is radically different. Where Plan A emphasized first trial efforts Plan B rewards second trial results with grades, but ignores first trial efforts so far as equivalent rewards are concerned. Under this scheme pupil X, who worked 18 of the 20 examples correctly on Monday, is not rewarded by the assignment of any grade for his good work that day. Recognition may be given in one of several ways. First, he may not be required to spend so much time on arithmetic in the interval elapsing between the pre-test and the end test given at a later time. During this time he may be allowed to spend his time in the library or in the workshop in activities which appeal to him. This is a reward, but it has faults which are fundamental. Pupils are prone to waste much time when made free agents in this manner. Furthermore, to earn a grade in arithmetic pupil X must take an end test which contains the same or equivalent material. Cushman (1) has produced evidence showing that pupils are bored by easy tests. This means that bright pupils are working under a definite handicap in the end test as contrasted with pupils who have done much poorer work on the pre-test. As a result of boredom, bright pupils in some cases earn lower scores on the end test than on the pre-test. A second way in which the work of bright pupils may be recognized is by giving additional assignments of more advanced or more difficult work in arithmetic. This recognition is often of doubtful reward value. Third, his good work may be recognized by practically excusing him from arithmetic until the end test, and in the meantime requiring him to spend a considerable portion of his arithmetic study period on some subject in which he is less proficient, let us say, geography. The third method of recognition is very questionable as a reward. Pupils who are capable of doing arithmetic work well are not likely to consider forced work in a subject in which they are failing as being a reward.

Plan B has other means of recognition for the work of bright pupils, but the above are fairly representative. With respect to pupils who did poorly on the initial test let us consider the case of pupil Y, who did 10 of the examples correctly on Monday and missed 10. The assignment of no grade, consequently no punishment, may be rather satisfying to him. His job is definitely mapped out and he is asked to bring up his failing work before the

end test at which time if he succeeds his grade will be as high—his reward as great—as that given to pupil X. The tendency under this scheme for allotment of grades on examinations is to bunch grades at the top of the scale as mentioned previously. Whenever we “level off” individual differences we do so at the tremendous expense of rewarding stupidity and punishing genius. Loss of efficiency in teaching always results where such practices are followed. The most effective use is not being made of the principle of satisfiers and annoyers when the bright and efficient pupil is given no satisfaction for good work on any test, be it pre-test or otherwise.

The policy of basing grades on the final test only, seems to the writer to be at fault for a further reason. The “leveling off” of individual differences in the assignment of grades under the contract plan is purely an artificial procedure. In life outside the school rewards to men and women are not bunched at the top of the wage scale. Wages which are the rewards of society to its members for services rendered—for approved methods of response—are distributed in a manner more closely approximating the probability curve. If the school is to prepare pupils for life it should do so in a manner which insures as much transfer of training as possible. The bank clerk who turns his books in, in perfect order, on the day and at the hour when they are due is more highly paid and more rapidly promoted than the worker who must always be given more time. The same principle of rewards and punishments should be employed in the school. This proposition holds until we find some other way for getting the work of the world and of the classroom done more effectively.

Let us agree then that both accuracy of reaction and time for reaction should be taken into account in the allotment of rewards and revise our methods of grading under Plans A and B accordingly. Neither Plan A nor Plan B needs to be discarded in order to increase the efficiency of examinations. The writer only recommends that certain changes be made in each which will correct the existing deficiencies. The principles involved in these changes are laid down in the statements following. *First*, correct responses of pupils on the first trial of a test must be adequately rewarded. *Second*, correct responses in the remedial work or on an end test must be rewarded. *Third*, scores for the successful per-

THE PLANS SUMMARIZED

PLAN A

First Test (Scored)

Good work adequately rewarded.
Poor work punished.

Remedial Work (Scored)

Good work not adequately rewarded but really punished since score (crucial reward) is not effected.

This plan bases the whole grade on the first test, ignores successful remedial efforts and therefore doubly punishes the pupil who was weak on his first test reactions. Law of Effect not properly used throughout.

PLAN B

Pre-test (Not Scored)

Good work not adequately rewarded—often punished if relief from further study simply brings further undesirable tasks. Poor work not punished—definite job set up.

End or Final Test (Scored)

Good work rewarded but bright pupil placed at a disadvantage by taking a test which he has once mastered and which therefore bores him.

This plan bases the whole grade on the final test and ignores good work on the first test. It therefore forces the bright pupil to work twice correctly to get a grade while a poor pupil needs to respond correctly but once. The bright pupil is bored by taking an easy test twice. The Law of Effect is not used to the best advantage in either section of the testing program but is notably weak in the first section.

PLAN C

First Test or Pre-test (Scored)

Good work adequately rewarded.
Poor work punished.

Remedial Work or End Test (Scored)

Correct responses rewarded by partial credits.
Wrong responses receiving no credit are punished.

This plan recognizes and rewards successful responses every time they are made. The Law of Effect is recognized throughout. All pupils are fairly treated.

performances of tasks on the first trial of a test or examination should be greater than those attached to successful responses made during the remedial period.

Although no hard and fast rule is outlined by the writer for the relative weights or values to be assigned for correct responses or to corrected responses it is tentatively proposed that if two *points* of credit toward the total score be given for each correct answer to items done during the first trial of a test, but one *point* be given for examples or topics corrected during the remedial period. Thus pupil X would earn a score of 36 *points* on his first trial responses, and after correcting his mistakes two *more points* would be added to his score, making a total of 38 *points*. Pupil Y would receive a score of 20 on his first trial and 10 *additional points* for remedial score, making his final score 30 *points*. Every pupil would be rewarded every time he was successful under such a system of testing and grading and his rewards would not only take into consideration accuracy of reaction but time of reaction as well. Let us call the modified method Plan C. The writer experimented with Plan C in one educational center for several years and in the year 1927 placed the plan in twenty-four centers (2) where it was found to work very successfully. To summarize and clarify the

discussion, the principle features of the three plans are set up on page 82 in the form of a diagram.

The writer is fully aware that many educators are opposed to the assignment of definite grades. There need be no controversy with reference to this issue. The principle is the same whether definite grades are assigned or not. Every educator must recognize the principles set forth in the Law of Effect and make adequate provision for their use in his testing programs if the most benefit is to be derived from an examination. To employ satisfiers and annoyers at one stage of the learning process and ignore their influence at others seems to be hardly in keeping with the best methods of instruction.

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Courtesy of Little, Brown

From THE REAL REWARD

THE PROBLEM OF INDIVIDUALIZATION

SAFETY AND DANGER POINTS IN INDIVIDUALIZED INSTRUCTION IN ELEMENTARY SCHOOL ENGLISH¹

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THE WORST fate that can befall a nation or an individual is spiritual and mental standardization. Today there is greater danger of this than ever before. The reasons are obvious:

In the first place the enormous increased complexity of our social machinery at home, in civic affairs, in economics, in international affairs, in industry brings with it a corresponding increase in the strain of these relationships. There is, therefore, more than ever a need for intellectual initiative and moral leadership to prevent deadly leveling of human beings.

In the second place the increase of mass power through the growth of organized production and distribution of material goods has made for a standardization of taste in practically every detail of life. We eat the same food—that which is suggested to our minds through innumerable signs and slogans; we go to see the same plays, those the masses of people pay for and are willing to support; we all read the identical books, those “best sellers” urged on us through the blatant advertisements in magazines and newspapers.

In the third place never before has there been the “threat of leisure” as we now have it. All leisure for some, the world had been accustomed to; some leisure for all, the modern side of the shield, is a new burden upon social life. The amount of toys to amuse us, the number of things to jiggle with, to generate speed with, have far outrun any improvement in our standards of consumption.

This demand of standardization has been threatening education for the last decade or longer. Some places have yielded to the insistent demand. Last year on an educational tour, I was dismayed to see “type” schools everywhere. In some places the “units of work” plan was in operation. They were slavishly following, ship for ship, the Lincoln School curriculum. I do not criticize the Lincoln curriculum for Lincoln; but when it is applied, identical units, technique, procedures in Baltimore, in Michigan, in California, a feeling of

dismay arises.

Yet since the beginning of human life individual differences have been existent and have been known to exist. There are folk proverbs to witness the truth of this:

“One man’s meat is another man’s poison.”

From Mother Goose herself, we have the endorsement of individual differences:

*Jack Sprat
Could eat no fat,
His wife could eat no lean,
And so
Betwixt them both,
They licked the platter clean.*

*Pease-pudding hot,
Pease-pudding cold,
Pease-pudding in the pot,
Nine days old.
Some like it hot,
Some like it cold,
Some like it in the pot
Nine days old.*

From quite another angle we may face the fact of individual differences. Miss Eleanor Evans, a former vice-principal in the Florence Nightingale Junior High School of Baltimore City, constructed some inventory tests² for the purpose of discovering what attitudes and what knowledge her pupils already possessed before she presumed to teach them specific literary units. She found that her pupils differed tremendously in the initial equipment, not only native but acquired, which may bring to any specific unit of work. To treat them in identical fashion is surely serious educational mal-practice. The following tables show the differences in knowledge certain pupils had without any instruction whatsoever. It also shows the difference in individual accomplishment after instruction has been carried on.

It is quite obvious that to treat these children en masse would work a grave injustice. The seven pupils who knew the CRICKET ON THE HEARTH sufficiently well before teaching must certainly be given some enrichment in subject matter, while the child who after a

¹Read before the Elementary School Normal School Section, National Council of Teachers of English, December 1, 1928, Baltimore, Maryland.

²Evans, Eleanor. Objective Tests in Eighth Grade Literature, p. 13, *Elementary English Review*, January, 1928.

period of careful teaching still failed to know anything about the subject must be studied to find out what literature would appeal to him. Scientific teaching should promote individual growth; therefore, the end of an instruction period should disclose individual differences still existent; but with a larger number of pupils reaching the median score and the scores of all pupils moved toward the good end of the distribution, as in Miss Evans' results.

3"Of course, the work of the world has to be done, and it has to be done well. The school standard of craftsmanship must be kept right, for the world's professional standard is high. Things must be not only done well in school, but done very well. There is no room for sloppiness and tag-ends. But that does not involve any lockstep, or cast any shadows of the prison house around the growing boy. There is no happiness in anything except a high standard, because there is no happiness in stupidity and awkwardness, but only humiliation and chagrin.

JULIUS CAESAR

Number of Pupils, 136

Highest Possible Score, 47

Score	Inventory Test	Final Test
45-47	....	2
42-44	....	9
39-41	....	25
36-38	....	48
33-35	....	20
30-32	....	20
27-29	....	8
24-26	....	2
21-23	....	....
18-20	1	....
15-17	3	....
12-14	10	2
9-11	12	....
6-8	17	....
3-5	15	....
0-2	78	....
Total	136	136
Median	0.88	36.5

"The truth of every subject taught is the emotion and the music at the center of it; and the fact about life is that we miss it all if we miss the joy. And that joy must be of the inward sort, which depends only on its wholesome and well-poised soul and body. And, also, it can safely be stated that fifty per cent of the cultivated area of children's minds is not touched at all, but goes to complete waste—like a rainless land. The sun rises day after day on these adult deserts, these mental sterilities, these dried-up clay-fields, which might have been

irrigated and be supporting forests—forests of happiness and expression and beneficent activity."

Teaching, therefore, must be conceived as planning the environment so that each child may work to capacity in spite of great individual differences. Such an environment must provide untold opportunities for each child to be an intelligent participator in the social life around him, not only in school but in the community.

A. Educating to capacity involves discovering:

1. The raw material for education, the child's capacities, interests, acquired skills, and the like.
2. The method by which changes are made.
3. Measuring and evaluating results of teaching.

B. Some important essentials to be cared for:

Obtaining knowledge of individual differences: Learning can never be a mass affair, it is essentially and entirely an individual process.

Individuals differ in

1. Physical characteristics: color of eyes, hair, skin, texture of skin, lung capacity, and the like.
2. Mental characteristics: kind and power of attention, method of thinking, memory span, and the like.
3. Emotional characteristics: attitudes, interests, ideals, stability, and the like.
4. Habits, knowledges, skills.

CRICKET ON THE HEARTH

Number of Pupils, 153

Highest Possible Score, 20

Score	Inventory Test	Final Test
16-20	7	133
11-15	10	19
6-10	49	0
0-5	87	1
Total	153	153
Median	44	18.36

THE TEMPEST

Number of Pupils, 92

Highest Possible Score, 21

Score	Inventory Test	Final Test
16-21	0	38
10-15	5	36
4-9	8	18
0-3	79	0
Total	92	92
Median	0	14.66

To meet these individual differences, we must have:

1. *Differentiated assignments*: This involves

3Yoemans, E. *Shackled Youth*, p. 5-6, Atlantic Monthly Press.

a study of how to make assignments so as to meet both quantitatively and qualitatively differences in interests, knowledge, attitudes and skills. These assignments should be so varied as to provide at regular intervals opportunities for socialization through group work. Assignments should analyze activities into a hierarchy of component habits and skills each of which must be perfected before the next one can be attempted. In addition, assignments should have enough of an emotionalizing quality to serve as a challenge to pupils. They should not only tell what to do, but should provide the urge, the desire to do. "To prepare and prevent is better than to repair and repent".

2. *Remedial or supplemental instruction:* Provision for completing unfinished assignments or other essential school activities must be made for pupils who need additional encouragement, help, or time.

3. *Educational clinic:* A careful check on individual growth and progress in appreciation in skills, in knowledge, in self reliance, in shouldering responsibility, and the like must be made from time to time.

In order to do this we need material. Culture is society's accumulated capital for making a fine human life. The young are initiated into the use of this capital so that it may yield ever larger returns in personal well-being, in individualized happiness, in social order, and in progress.

There is a concrete individuality of the self, however, which experiences selectively, organizes its experiences, forms its own images and concepts, and creates new experiences through imagination, reasoning, and volition. In teaching literature or anything else, this must be accepted and some provision made for it in classroom procedure. Some well-known schemes exist for doing this. ⁴Frederick Burk in 1913 at the San Francisco State Normal School worked out a plan for reaching individual differences in reading. A number of books were assigned pupils to read. One book was set aside as a test and all pupils were required to pass this test. They were granted freedom to read all or none of the assigned texts as they elected; but if they failed to pass the test, they were sent back to do more practice work on the assigned readings.

A pupil of Burke's, Carleton Washburn, carried the idea of individualizing instruction to Winnetka in 1919. Here he organized his schools so that individual progress in skills and in mastery of fundamentals would be cared for. He has his assignments put into mimeograph form and bound in booklets. These assignments separate each skill into a hierarchy of

habits. Practice tests diagnostically arranged and self-administered are connected with each habit. Pupils must pass these tests with a hundred percent accuracy before proceeding to the next unit. In case of failure to do so they are required to practice still more until they can achieve the perfect passing mark. A final examination embracing all factors involved in the skills is given under the direct supervision of the teacher. If pupils have been conscientious in their practice work, it is quite a simple matter to secure a passing grade on the final test. If a pupil had slighted his initial preparation or has been dishonest in his work he is bound to meet with failure, the reward for such slipshod methods. No other discipline is required, the obvious conclusion is thrust upon him, the need to do his daily work carefully and honestly.

A chart of the individual achievements on these various units is kept by each pupil in what is known as a goal book. This serves a double function. It is a record of and a stimulus for continuous individual progress and it also is used as a report for parents to study and to discuss with child and teacher.

Each pupil's achievements are compared with specific qualitative and quantitative norms set up by the school authorities. For example the reading norm set up for third and fourth grade pupils is the reading of fifteen books of average difficulty with the attainment of a score on Gray's or Burgess' Reading tests for third or fourth grade standard as the case may be. For the older children the Stanford Achievement Test is used and they must reach the median standard for the next higher grade. The norm is the standard of the diligent normal child.

In the afternoon at Winnetka, social activities which are supposed to afford opportunities for the application of these skills, occupy the pupils' time. These are not marked or graded in any way whatsoever.

Such a quality may often lead to extremely formal teaching in the morning, and a rather far-fetched application in the afternoon. The writer believes that an organic connection should exist between these two phases of a single activity. An illustration from the field of English may make clear this point. To teach punctuation, spelling, and other mechanical phases of composition away from the story or report in which they function is surely unsound. The best way to handle composition, in the writer's opinion, would be to have children write to entertain or to inform others of something they are desirous of imparting. These compositions might be read to the class orally, enabling the members to decide which are the interesting ones, which are non-interesting,

⁴The writer wishes to acknowledge the help obtained from Stephens' *Individualizing Instruction in English Composition*, Harvard Press.

and which are non-understandable. Then with the writers individually as self-critics, the compositions might be analyzed to discover what in the way of punctuation, of spelling, of organization, and of expression would put meaning or interest into these negative compositions and make them interesting or pleasing for others to read. In this way the mastery of mechanics becomes functional and not a mere formal requirement.

Another of Burke's students, Miss Parkhurst, organized a scheme of individualized instruction in Dalton, 1919, known as the Dalton plan. The essential feature of this plan is that the assignments are divided into monthly units known as contracts. Pupils must budget their time in order to cover all the contracts within the month. Each student works at his own speed and at his own interest. He may complete all of his contracts in one field, such as history of literature before attempting work in another, or he may budget his time proportionately, day by day, among all the subjects. He must, however, complete the program of all studies for the entire month before starting into the next month's assignments in any single field. Conferences are called from time to time by the teacher when socially controlled discussions are held among pupils, and between teachers and pupils. Miss Parkhurst lays great stress in what she calls "interest pockets" during these periods.

In these, as in all plans for organizing instruction for individualizing progress, certain essential elements are included. These are:

1. Finding the contact point for each pupil. Inventory tests aid in this.
2. Assignments to challenge individual interest and to implant an activity urge.
3. Lesson sheets which set up certain definite attainments in habits, skills, knowledge, and attitudes. These permit pupils to work at their own rate of speed; and also afford opportunity for selective interests.
4. Practice test to measure individual strength. These are diagnostic in character and are self-administered.
5. Final tests, teacher supervised. This is second form of an inventory test. The difference in scores upon these two tests is a measure of pupil growth.

6. A record of growth or goal charts. Each pupil keeps his own achievement records. Certain necessary qualifications of pupils are involved in these schemes. They are:

1. Reading ability.
2. Awakened interest or curiosity regarding the particular task. It is the teacher's obligation to arouse this.
3. Accurate and independent habits of work.
4. Correct attitudes toward the subject and the school.

Certain objections to this sort of work have been formulated. Among them are:

1. There is too much written work.
2. The purposes are entirely the teacher's.
3. The requirements are merely formal.
4. It prevents correct socialization.
5. It divides skills from their applications (dual system).
6. There is such an immensity of details, such as the large number of contracts, tests and the like as to make the scheme cumbersome.

However, Burnham in *MENTAL HYGIENE*, says "The essential things for a happy normal life are: a task, a plan, and freedom." This is the crux of the matter. Whatever scheme we use, we must make sure the pupil dreams his dreams, achieves his work, and satisfies his workmanship needs.

In the last analysis all learning is individual. It is bad psychology as well as bad English to say, "I learnt him". Each individual learns for himself, that is, makes his own neural paths of connection. All any teacher can do is to provide the correct stimuli at the correct time, and guide the responses into socially desirable channels. In order to do this, she must know the natures of the individuals in her class, must secure sufficient and different appeals to awaken them individually, challenge their interests, allow them sufficient time for practice, and permit them to attain individually those desirable habits, skills, and attitudes which each feel to be of primary importance to his growing personality. What scheme or mode of procedure chosen for this purpose is of minor importance; the vital concern is that opportunities for satisfying activities be provided. These should enable individual pupils to find sufficient satisfying emotional outlets as well as serve to develop intellectual efficiency.

EDITORIALS

Appreciation—Immediate and Ultimate

TEACHERS are frequently urged to teach literature for appreciation. The word *appreciation*, however, is so large in meaning, granting that it is understood, that analysis seems to be necessary if the teacher is to interpret this admonition practically.

This admonition surely should not imply that literature should ever be taught with any other end in view. It has long been recognized that appreciation exists in varying degrees of quality. It is perhaps not so generally understood that there are also degrees of immediacy in appreciation.

Just here it should be said that there is a fallacy in the assumption that what may be immediately enjoyed is aesthetically of little value. Rather the teacher should recognize that by accepting what may be immediately enjoyed in literature as important in the reading of his pupils, he makes thereby the first move in the direction of ultimate appreciation. The teacher should consequently state his aims in this manner: Literature should be taught children with the single aim of appreciation in view. But there are two levels of appreciation to be recognized: first, appreciation at the level of immediate enjoyment and pleasure, and second, appreciation that comes as a result of deliberate or purposeful cultivation or training.

Consider the effect of this understanding upon the selection and organization of literature for school children. There will be one group of selections made with the children's immediate pleasure in view. In cases of conflict between the literary quality or excellence of reading material, and the children's enjoyment of it, enjoyment shall be the deciding factor, understanding, of course, that there must be nothing harmful in the reading matter. The only test recognized here is that the children must not only enjoy the selections

made for them, but that they must enjoy them at once.

Where may the teacher expect to find literature which meets these conditions? Investigations like the Winnetka study of children's interests in books, or the study by Terman and Lima will give clues to reading matter which children have professed to find enjoyable. The teacher should turn to the scientific studies in children's reading preferences. Any choices made from other than thoroughly validated investigations into children's interests in books should be tentative only, and subjected to thorough experimentation with a view to eliminating all reading matter not immediately enjoyable to the children.

Books or literary selections chosen for the teaching of more remote appreciation are frankly made with purposes of study in view. The word *study* is not too old-fashioned to be given a place in the pedagogy of teaching children literature. In fact *study* is the original meaning of *read*. Literature at this level is to be read in the sense of studied. This does not license the teacher to introduce complicated techniques. On the contrary, good sense is required to plan the aims of the study for the children.

Mastery of a reading task or assignment should not be required of children merely on the promise that it will be good for them in the future. Deferred values have no place in this part of the program any more than deferred appreciation or remote enjoyment had a place in the first type of literature. Mastery should always lead to accomplishment within immediate range of the child's literary needs, recognizing, of course, that successively higher forms of mastery should be planned for. The child makes his progress toward the ultimate goal of appreciation of the best literature in our language by progressing through a series of proximate goals, each bringing him within reach of higher standards of literary enjoyment.

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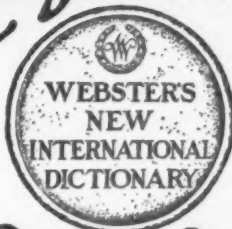
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